Here is a sample of how a paragraph that is cluttered with statistics can be made more informative to the readers. Compare the "original" with the "Revised" version on the next page.

Original

A two-way between-participants ANOVA was performed in order to examine differences in self-efficacy based on gender and number of years of teaching experience. No significant gender differences were found for the overall self-efficacy scale: $F_{(1,96)} = .001$, $p = .97$, student engagement: $F_{(1,96)} = 2.15$, $p = .15$, instructional strategies: $F_{(1,96)} = 2.64$, $p = .11$, classroom management: $F_{(1,96)} = .43$, $p = .52$, or lesson planning: $F_{(1,96)} = .28$, $p = .60$. Significant differences were found between those with less than three years' teaching experience and those with more than three years' experience. These differences were evident in the overall self-efficacy scale: $F_{(1,96)} = 32.29$, $p < .001$, $\eta_p^2 = .25$, student engagement: $F_{(1,96)} = 22.23$, $p < .001$, $\eta_p^2 = .19$, instructional strategies: $F_{(1,96)} = 24.35$, $p < .001$, $\eta_p^2 = .20$, classroom management: $F_{(1,96)} = 18.01$, $p < .001$, $\eta_p^2 = .16$, and lesson planning: $F_{(1,96)} = 22.86$, $p < .001$, $\eta_p^2 = .19$. For each domain of self-efficacy, those with more than three years' experience scored higher than those with less than three years' experience. No significant interaction was evident between gender and years of teaching experience with respect to the overall self-efficacy scale: $F_{(1,96)} = .16$, $p = .69$, student engagement: $F_{(1,96)} = .07$, $p = .80$, instructional strategies: $F_{(1,96)} = .95$, $p = .33$, classroom management: $F_{(1,96)} = .50$, $p = .48$, and lesson planning: $F_{(1,96)} = .97$, $p = .33$.

No gender differences in self-efficacy beliefs were identified, even though gender was expected to be significant as the Japanese workplace is still considered male-centric (Kobayashi, 2020; Shire, 2000). However, this may only apply to non-teaching settings. Regarding the teaching context (e.g., Ministry of Education, Culture, Sports, Science and Technology, 2019), approximately 40% of secondary school teachers are female, rising to more than 50% for English language teaching. Therefore, gender differences among Japanese secondary school EFL teachers do not align with self-efficacy levels in other occupations. Gender differences in TSE have been investigated in previous studies with mixed results. For instance, Kurt et al. (2014) identified a clear relationship between gender and self-efficacy among Turkish student teachers, with female teachers exhibiting higher self-efficacy for the teaching process and responsibility for student achievement, whereas Klassen and Chiu's (2010) study identified a clear relationship between gender and TSE, with female teachers exhibiting reduced self-efficacy regarding workload and stress. However, other studies suggest gender is not significant (e.g., Odanga et al., 2015). It is, therefore, perhaps unsurprising that gender was not a significant variable in relation to stress and workloads, even though these were salient issues for teachers.

Revised

A two-way between-participants ANOVA was performed in order to examine differences in self-efficacy based on gender and number of years of teaching experience (Table 3). No significant gender differences were found for the overall self-efficacy scale however significant differences were found between those with less than three years' teaching experience and those with more than three years' experience with those with more than three years' experience scored higher. Finally, no significant interaction was evident between gender and years of teaching experience.

Table 3. Differences in self-efficacy based on gender and number of years of teaching experience

	Gender diffs			Years teaching			Interaction	
	F	p	η^2	F	p	η^2	F	p
Overall self-efficacy scale	.001	.97	.39	32.29	.001	.25	.16	.69
Student engagement	2.15	.15	.02	22.23	.001	.19	.07	.80
Instructional strategies	2.64	.11	.03	24.35	.001	.20	.95	.33
Classroom management	.43	.52	.22	18.01	.001	.16	.50	.48
Lesson planning	.28	.60	.25	22.86	.001	.19	.97	.33

Note. F was calculated based on F[1, 96] for gender differences and years teaching, and F[2, 96] for the interaction

[Also note that the effect size (η^2) for "Gender differences"] was not initially mentioned in the submitted text but was added during the editorial process.]

As noted above, no gender differences in self-efficacy beliefs were identified, even though gender was expected to be significant as the Japanese workplace is still considered male-centric (Kobayashi, 2020; Shire, 2000). However, this may only apply to non-teaching settings. Regarding the teaching context (e.g., Ministry of Education, Culture, Sports, Science and Technology, 2019), approximately 40% of secondary school teachers are female, rising to more than 50% for English language teaching. Therefore, gender differences among Japanese secondary school EFL teachers do not align with self-efficacy levels in other occupations. Gender differences in TSE have been investigated in previous studies with mixed results. For instance, Kurt et al. (2014) identified a clear relationship between gender and self-efficacy among Turkish student teachers, with female teachers exhibiting higher self-efficacy for the teaching process and responsibility for student achievement, whereas Klassen and Chiu's (2010) study identified a clear relationship between gender and TSE, with female teachers exhibiting reduced self-efficacy regarding workload and stress. However, other studies suggest gender is not significant (e.g., Odanga et al., 2015). It is, therefore, perhaps unsurprising that gender was not a significant variable in relation to stress and workloads, even though these were salient issues for teachers.